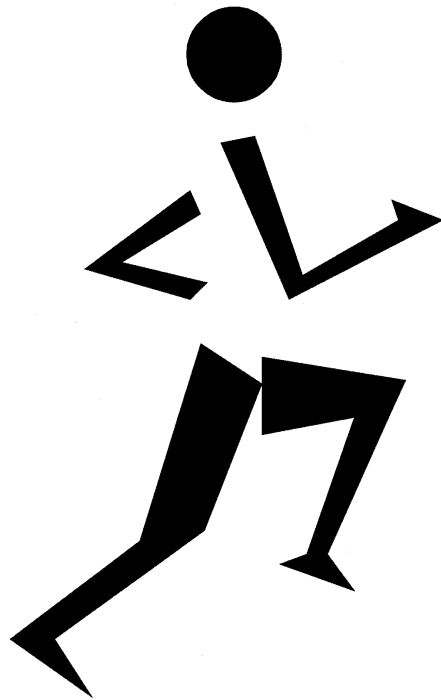


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# Grade 1

## **2. Fitness Management**

The student will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being.



**PRESCRIBED LEARNING OUTCOMES**

**SUGGESTIONS FOR INSTRUCTION**

*Students will...*

**❖ K.2.1.A.1 Discuss exercises and physical activities associated with health-related fitness components** (e.g., running develops endurance of the heart, jumping activities develop muscular strength and endurance of the leg muscles...).

**☐ K.2.1.B.1 Recognize that vigorous physical activity is important for health and fitness development** (i.e., vigorous aerobic activity makes the heart, muscles, bones stronger).

**Curricular Connections**

**ELA:** GLO 1—Explore thoughts, ideas, feelings, and experiences (health-related stories)

**PE/HE:** K.5.K.B.3

**SC:** Cluster 1—Characteristics and Needs of Living Things (basic needs for growth and development)

**◆ Heart Smart Investigation**

As a follow-up to Heart Smart (see learning outcome S.2.1.A.1b), bring to class a model or picture of the heart and have students hold up their fists to show them the size of their own hearts. Describe the heart as a muscle that always pumps, during sleep and during activity. Have them squeeze their fists to match the beats of their hearts before exercise and then after exercise. Lead a class discussion using the following types of questions:

- How tired does your hand get after squeezing or pumping for a while?
- Does your heart get tired of pumping?
- Why is it important for your heart to be strong?
- What does your heart squeeze or pump out with each beat?
- Which activities will make your heart stronger: running, watching television, playing recess games, playing video games?

**◆ Healthy Hearts**

Make four to six heart puzzles by cutting up paper hearts into four pieces (two atrium pieces and two ventricles) and laminate them. Scatter laminated pieces around on the floor. Have each student pick a piece and then find the students with other three pieces to complete the heart puzzle.

Have the groups of four then plan an activity together that will increase their heart rate. When they turn in their heart pieces, ask them to tell you something about the heart.

**◆ Skeleton**

Using a model or large diagram of a skeleton, have students examine and compare the sizes of the leg bones and arm bones. Discuss reasons why the leg bones, which bear our weight, are larger than the arm bones and how participation in physical activity contributes to bone development.



## TEACHER NOTES

## SUGGESTIONS FOR ASSESSMENT

Fitness management knowledge outcomes are connected to skill outcomes. Refer to learning outcomes S.2.1.A.1a and S.2.1.A.1b.

Encourage students to take part in physical activity outside class time and to make it a daily habit, accumulating more than 60 minutes and up to several hours per day, especially on days when they do not have physical education classes.

**Aerobic activity**—playing and exercising activities (e.g., running, playing tag, jumping, swimming) that make the heart, lungs, and muscles work harder and faster.

Ensure that students are familiar with the activities by first explaining and demonstrating the actions before they try them.

Encourage students to participate vigorously with their best effort so that they can benefit more from the activities.

Jump Rope for Heart materials, including at-home/family activities, are available from the Heart and Stroke Foundation of Manitoba.

The body continually builds and breaks down bone. The production of bone is stimulated by weight-bearing exercises/activities, along with foods containing calcium and vitamin D.



◆ **Questioning: All Activities (vigorous and non-vigorous)**

Teacher: Informal Inventory

After students have participated in any vigorous or non-vigorous activity, ask them to stand if they agree and to sit if they disagree with the following statements about the activity.

This activity

- is good for bone development
- makes the heart stronger
- makes the muscles stronger

**PRESCRIBED LEARNING OUTCOMES**

*Students will...*

**K.2.1.C.1a Show an understanding of the location of main internal body parts affected by exercise** (i.e., heart, lungs, bones, muscles).

**Curricular Connections**

**PE/HE:** S.1.1.A.1 (movement experiences)

**SC:** Cluster 1—Characteristics and Needs of Living Things (major parts of the human body and their function)

**SUGGESTIONS FOR INSTRUCTION**

◆ **Word Wall**

Work with students to develop a word list of body parts affected by exercise. Print the body-part vocabulary words on cards and post them on a bulletin board. (See Word Wall, *K-4 ELA, Strategies-199.*)

◆ **Body Tracings**

Have students work with partners to trace each other’s body outlines on large pieces of paper placed on the floor. Have students tape their Healthy Hearts (made in relation to learning outcome K.2.1.B.1) onto their tracings, as well as labels with the body parts used on the Word Wall. Post the tracings and use a Gallery Walk to facilitate sharing. (See Gallery Walk, *K-4 ELA, Strategies-202 to 203.*)

◆ **Every “Body” Move**

Tape the Body Tracings on a wall at one end of the gymnasium. Ask students to line up at the opposite end and have them respond to directions such as the following:

- Hop to your paper body and touch the lungs.
- Gallop to your paper body and touch the heart.

◆ **“Heart, Muscles, Lungs, and Bones”**

Use the tune “Head and Shoulders, Knees and Toes” (refer to learning outcome K.1.K.B.3b) to help students become familiar with the internal body parts affected by exercise. (Second verse: “helps us run around the cones!”)



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

For safety reasons, ensure that students are well spaced in all activities.

A small illustration of a sneaker with stripes, located in the bottom right corner of the teacher notes box.

◆ **Observation: Main Internal Body Parts (all activities)**

Teacher: Anecdotal

Use self-stick notes to record information on students having difficulty locating body parts in any of the games. Information from these notes could be compiled on a master sheet at a later date.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> <b>K.2.1.C.1b Recognize the physical changes in the body during physical activity</b> (i.e., heart beats faster, body gets warmer, breathing accelerates, perspiration increases).</p>	<p>◆ <b>Learning Outcome Connection</b></p> <p>Have students participate in the learning activities suggested for learning outcomes S.2.1.A.1a and S.2.1.A.1b to experience and to discuss the physical changes that occur in the body during physical activity. Refer to learning outcome S.2.1.A.1b (teacher notes) for suggested questions for discussion.</p>
<p><b>Curricular Connections</b> SC: Cluster 1—Characteristics and Needs of Living Things (major parts of the human body and their function)</p>	
<hr/> <p>❖ <b>K.2.1.C.2 Show an understanding of the factors</b> (e.g., planning, regular participation, effort, adequate information, motivation, commitment, regular monitoring...) <b>affecting personal fitness development.</b></p>	
<hr/> <p>❖ <b>K.2.1.C.3 Recognize that proper warm-up activities</b> (i.e., light aerobic activity, stretching exercises) <b>prepare muscles for vigorous activities</b> (e.g., warm-up activities increase blood circulation and elasticity of muscles and ligaments...).</p>	
<hr/> <p>❖ <b>K.2.1.C.4 Identify personal factors</b> (e.g., interests, personal success, previous experiences, type of activities, developmental rates...) <b>that influence physical activity participation and build self-confidence.</b></p>	

**TEACHER NOTES**

Introduce, explain, use, and reinforce vocabulary related to fitness, using simple analogies (e.g., perspiration is the body's air-conditioning system).

**SUGGESTIONS FOR ASSESSMENT****◆ Reflection: Learning Outcome Connection**

Teacher: Inventory

After students have participated in vigorous activity, have them reflect on body changes and report them verbally or have students run to a designated coloured line on the floor if they felt a particular change.

**Suggested Criteria:**

The student is able to report on

- increased heart rate
- warmer body
- faster breathing
- other

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><b>☐ S.2.1.A.1a Participate in a wide variety of physical activities using basic movement skills</b> (i.e., transport, manipulation, balance) <b>that contribute to skill/fitness development and enjoyment.</b></p>	<p>◆ <b>Trick the Dancers (transport)</b></p> <p>Have students scatter in a circle around a drummer. As the drummer starts beating slowly, the dancers dance around him or her in time to the drumbeat. The drumbeat gradually speeds up and then suddenly stops. The dancers must also stop, in balance. If they keep moving, they must leave the circle and run one or two laps and then rejoin the dance.</p> <p><b>Variation:</b> Dancers who leave the circle could skip, hop, or gallop one or two laps or practise holding a balance and then rejoin the dance. The drummer can be changed often.</p>
<p><b>Curricular Connections</b>  <b>PE/HE:</b> GLO 1—Movement (all learning activities)  <b>SC:</b> Cluster 1—Characteristics and Needs of Living Things (human body parts), Cluster 2—The Senses (sensory learning related to movement experiences), Cluster 4—Daily and Seasonal Changes (participating in outdoor activities)</p>	<p>◆ <b>Ship to Shore (transport)</b></p> <p>Have players imagine a ship on one side of the gymnasium (e.g., designate a line) and a shore on the other side. The teacher is the captain and the players are the crew. The crew attempts to follow the captain’s directions as quickly as possible:</p> <ul style="list-style-type: none"> <li>• Ship—run to the ship line.</li> <li>• Shore—run to the shoreline.</li> <li>• Submarine—lie on back and raise a leg for a periscope.</li> <li>• Crew overboard—lie on stomach and use swimming motions.</li> <li>• Captain’s coming—salute the captain.</li> <li>• Cook’s coming—rub stomach and say, “yum, yum.”</li> <li>• In the lifeboats—sit down with other players and pretend to row, singing, “Row, row, row your boat.”</li> <li>• Iceberg—run to the centre of the gymnasium.</li> <li>• Sharks—place palms together on top of head to represent shark fins.</li> <li>• Scrub the deck—go to hands and knees and pretend to scrub the floor.</li> </ul> <p><b>Variations:</b> Add different transport methods to the commands (e.g., hop to the ship, skip to the shore). Make the gymnasium the ship and teach “bow, stern, port, and starboard” directions. Also add “crow’s nest,” directing students to pretend to climb to the lookout position and look around. When students are on either ship or shore, call out, “Here comes the fish gobbler!” and try to tag players as they move from one line across to the other. Any tagged players go to a designated ship dungeon area to perform a fitness task before returning to the game (e.g., eight jumping jacks).</p>
<p style="text-align: right;"><i>(continued)</i></p>	<p style="text-align: right;"><i>(continued)</i></p>





## TEACHER NOTES

The fitness management outcomes link to active living in GLO 5—Healthy Lifestyle Practices. There are also links between GLO 1—Movement and GLO 2—Fitness Management, since many of the movement activities can be designed to be more physically active in order to enhance students’ fitness levels.

Examples:

S.1.1.A.1

- Transport Tricks
- Follow the Signs
- Parachute Colours

S.1.1.B.2

- Pizza
- Pirate Tag

S.1.1.D.1

- The Bunny Hop

Refer also to learning outcome S.2.2.A.1b.

Encourage students to participate in physical activity outside class (during recess) instead of sitting or standing around and at home instead of playing computer games or watching television. Emphasize why students’ physical activity and personal free-time choices are so important to their health, growth, and development.



## SUGGESTIONS FOR ASSESSMENT

### ◆ Observation: All Activities

Teacher: Participation Rubric

Observe students as they take part in the activities and assess their participation using a rubric such as the following.



See BLM G–3: Participation Rubric (Appendix H).

**PRESCRIBED LEARNING OUTCOMES**

**SUGGESTIONS FOR INSTRUCTION**

*Students will...*

**S.2.1.A.1a** *(continued)*

*(continued)*

◆ **Nature Power Walk**

As a class, take a power walk in the schoolyard or surrounding neighbourhood. Have students use their five senses to discuss what they see, hear, smell, feel, and touch that is healthy and/or unhealthy (e.g., an environment without litter). Have students record the number of minutes they walked and discuss how this activity contributed to their fitness development.

**Variation:** Plan a Partner Power Walk in each of the four seasons and have students observe and discuss seasonal changes using an active Think-Pair-Share strategy. (See *K–4 ELA, Strategies–15 to 16*, or *Success for All Learners, 6.13.*)

◆ **Clean Your Own Backyard (manipulation)**

Divide the class into two teams, one on each side of a centre line (each team’s half of the gymnasium is their own backyard). Provide each team with a variety of small to medium-size balls or use medium-size sponge balls. On a given signal, have players attempt to roll the balls along the floor to the opposite backyard in the attempt to keep their own backyard clean. After a specified time, students freeze, and one player from each team counts the number of balls on their backyard.

**Variation:** Have students throw, strike, or kick balls.

◆ **Outdoor Fun (balance)**

Have students use the climbing structure and play hopscotch to enhance their dynamic balance and fitness.

◆ **Animal Walks (weight-bearing, dynamic balance activities)**

Have students perform the following animal movements:

- Bear—walk on hands and feet.
- Crab—move forward, backward, and sideways.
- Donkey (“Hee-Haw”)—balance on hands and kick both legs lightly, and then kick back one leg.
- Cat (“Meow”)—stretch like a cat.
- Elephant—clasp hands to make a trunk and sway from side to side.
- Inch worm—squat, hands on floor, walk hands forward, and bring feet to hands until legs and arms are straight.
- Seal—lie on stomach and drag body with straight arms.
- Chicken—squat, walk, and squawk.

*(continued)*



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

Use sponge balls for kicking, throwing, and striking. Emphasize the importance of keeping the ball low and not aiming at other students, as in dodge ball.

Stress safety rules at all times.

Laminated cards showing the animals or their movements are useful for station activities.



See BLM G–7: Animal Movement Cards (Appendix H).

Ensure that students perform the crab walk with fingers pointing to the feet to prevent hyperextension in the arms.



**PRESCRIBED LEARNING OUTCOMES**

*Students will...*

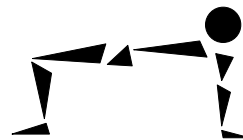
**S.2.1.A.1a** *(continued)*

**SUGGESTIONS FOR INSTRUCTION**

*(continued)*

◆ **Flip-Flop**

Divide the class into thirds. “Ones” stay at the wall and “Twos” and “Threes” scatter throughout the gymnasium and form bridges or crabs. When the music begins, Ones attempt to get under as many bridges or over as many crabs as they can. When someone goes over a crab, the crab flips to a bridge (bridges flop to crabs). Twos and Threes each get a turn at being Ones.



**Variation:** Twos and Threes are bridges and Ones roll a ball under as many as they can. Once a ball has passed under a bridge three times, the bridge flips over to a crab. Once all bridges are crabs, then Twos take a turn at being Ones. Other manipulation skills can be used, such as kicking/passing the ball under the bridges or bouncing the ball around the bridges.

◆ **Movement Skill Challenges**

Direct students to perform the following challenges:

**Transport**

- Walk while kicking heels back, first in a forward direction and then in a backward direction.
- Walk while lifting knees up, first in a forward direction and then in a backward direction.
- Hop back and forth over a line.
- Jump sideways with feet shoulder-width apart and weight on the balls of the feet (shuffle).

**Manipulation**

- Stand with your back to a partner and toss a ball backward, over your head, to the partner (start close together with a soft, light ball).

**Balance**

- Stand with one leg stretched out behind you, lean forward, and count the seconds you can hold the balance (gymnastic scale).
- Stand with one leg stretched out in front of you and lean backward slightly.



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

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PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><b>☐ S.2.1.A.1b Sustain participation in moderate to vigorous activity to experience physical changes in the body.</b></p>	<p>◆ <b>Learning Outcome Connection</b></p> <p>Have students participate in the physical activities suggested for learning outcome S.2.1.A.1a and pose the questions for discussion presented in the teacher notes.</p>
<div style="border: 1px solid black; padding: 5px;"> <p><b>Curricular Connections</b>  <b>PE/HE:</b> K.1.1.B.3a, K.1.1.B.3d (moving in different directions/levels and in relation to others)  <b>SC:</b> Cluster 1—Characteristics and Needs of Living Things (parts of the human and their function)</p> </div>	<p>◆ <b>Follow the Leader</b></p> <p>Have each student select a partner: one is the leader and one is the follower. Have the leader walk, run, hop, gallop, or jump on a designated field area. On one given signal, the leader changes the movement. On another signal, the follower becomes the leader. On yet another signal, all students change partners. Let them check their heartbeats before and after the activity.</p> <p><b>Variation:</b> Have students play outdoors to lead their partners around the field, up the structure, down the slide, and so on.</p>
	<p>◆ <b>Heart Smart</b></p> <p>Before and after students participate in active tag games/activities, have them respond to the following statements/question.</p> <p>Before Activity:</p> <ul style="list-style-type: none"> <li>• Show me where your heart is.</li> <li>• Put your hand on your heart and tell me what you feel.</li> </ul> <p>After Activity:</p> <ul style="list-style-type: none"> <li>• Is it easier to find your heart before or after you move?</li> <li>• How does your heart beat differently after you play?</li> </ul>
<p>❁ <b>S.2.1.A.2 Determine own degree of exertion through simple methods of exertion through simple methods (e.g., put hand on chest to feel increase in heart rate, “talk test”...) while participating in physical activities.</b></p>	<p>◆ <b>Horse Roundup</b></p> <p>Divide the class into two groups: half the students are horses and the other half are riders, each with a rolled-up skipping rope. One quarter of the gymnasium is the “corral” and in the corral are obstacles for the horses to jump or leap over. When the music begins, the riders try to round up horses by tagging them. Horses must stop when tagged and the rope is placed around their waist. They are then driven back to the corral where horses and riders gallop and jump/leap over the obstacles in a clockwise direction. After a set time, students reverse roles.</p>



## TEACHER NOTES

Relate to learning outcome K.2.1.C.1b.

Refer to Appendix I: Glossary or to learning outcome S.2.K.A.1b for definitions of moderate and vigorous activity.

### Questions for Discussion:

Use the following questions for discussion as they apply to the different activities:

- Describe the changes to your body after activity.
- Does your heart beat more slowly or faster after activity?
- Is your body warmer or cooler after being active?
- Do you breathe faster or more slowly during activity?
- Does anyone feel sweat on his or her body?

Although children produce more body heat than adults do during physical activity, they perspire much less. Since children cannot tolerate heat as well as adults can, be sure to provide them with water to drink. Avoid having them exercise vigorously in extremely hot and humid conditions.



## SUGGESTIONS FOR ASSESSMENT

### ◆ Observation: All Moderate to Vigorous Activities

Teacher: Scoring Rubric

Observe students as they participate in the activities. Using BLM G–8, fill in the names of students in the category describing their performance level. As a time saver, fill in only the names of students achieving a “3” or a “1” during the activity and add the other names later.

### Scoring Rubric:



See BLM G–8: Aerobic Capacity Rubric (Appendix H).



## Fitness Management Outcomes: Grade 1



### Knowledge

- K.2.1.B.1 Recognize that vigorous physical activity is important for health and fitness development** (i.e., vigorous aerobic activity makes the heart, muscles, bones stronger).
- K.2.1.C.1a Show an understanding of the location of main internal body parts affected by exercise** (i.e., heart, lungs, bones, muscles).
- K.2.1.C.1b Recognize the physical changes in the body during physical activity** (i.e., heart beats faster, body gets warmer, breathing accelerates, perspiration increases).

### Skills

- S.2.1.A.1a Participate in a wide variety of physical activities using basic movement skills** (i.e., transport, manipulation, balance) **that contribute to skill/fitness development and enjoyment.**
- S.2.1.A.1b Sustain participation in moderate to vigorous activity to experience physical changes in the body.**

### Attitude Indicators

- 1.1 Show a willingness to participate in a variety of physical activities.
- 1.2 Express enjoyment in a variety of movement experiences.
- 1.3 Appreciate that time, commitment, and practice are required for skill development.
- 1.4 Appreciate the aesthetic and athletic values of movement.
- 1.5 Appreciate and respect diversity while participating in physical activity.
- 1.6 Appreciate and respect the natural environment while participating in physical activity.